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**HOW AI TRANSFORMS LANGUAGE TEACHING:
THE ROLE OF A TEACHER IN THE NEW REALITY**

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**ЯК ШІ ЗМІНЮЄ ВИКЛАДАННЯ ІНОЗЕМНИХ МОВ:
РОЛЬ ВИКЛАДАЧА В НОВІЙ РЕАЛЬНОСТІ**

The rapid integration of Artificial Intelligence (AI) into education is reshaping the ways languages are taught and learned. Over the past few years, large language models (LLMs) and adaptive AI-powered platforms have become increasingly prevalent in English as a Foreign Language (EFL) contexts. From intelligent chatbots that simulate authentic dialogue to automated writing assistants and adaptive feedback systems, AI is transforming the structure of classroom interaction. This paper explores how these tools influence pedagogical design, learner motivation, and the evolving professional identity of language teachers. It argues that teachers are no longer mere transmitters of information but designers of learning experiences, curators of digital content, and ethical mediators in a rapidly changing technological landscape.

AI has moved beyond being an educational supplement and now acts as a central agent in learning ecosystems. In EFL teaching, AI-driven tools enable real-time personalization and provide data-based insights into learners' progress. Chatbots and conversational platforms allow students to engage in simulated communication with immediate feedback, fostering confidence and fluency even outside the classroom. Such tools reduce the affective filter, encouraging participation among shy or anxious learners. However, the pedagogical effectiveness of AI depends on how it is integrated. Studies have shown that AI performs well in repetitive or low-stakes tasks, such as vocabulary reinforcement or grammar correction but struggles with nuanced, open-ended communication. Teachers must therefore act as interpreters of AI output, ensuring that learners understand both the value and the limitations of automated responses. Without critical guidance, there is a risk of superficial learning and over-reliance on technological "shortcuts."

The rise of AI demands a redefinition of teacher competence. Digital literacy is no longer optional; it is part of professional survival. Teachers must understand how AI systems generate, process, and evaluate language to use them responsibly. Yet, the teacher's evolving role goes beyond technical knowledge. It involves rethinking classroom dynamics and redefining relationships between learners, technology, and knowledge itself. Educators are increasingly positioned as learning architects; they design tasks where human creativity complements machine efficiency. For example, AI can generate topic prompts, correct grammar, or simulate discussions, while the teacher focuses on developing students' critical thinking, intercultural awareness, and communicative authenticity. In this model, technology supports, but never replaces, the teacher's pedagogical intuition and emotional intelligence.

Another emerging dimension is the teacher's role as an ethical guide. Learners often trust AI-generated information uncritically. Teachers must cultivate digital discernment helping students question the accuracy, bias, and intent behind AI feedback. This ethical literacy becomes a new core skill in language education, preparing students for responsible use of technology beyond the classroom. AI can also enhance learner motivation when

used thoughtfully. Adaptive systems that tailor feedback and track progress foster a sense of achievement and autonomy. Students gain agency as they can control the pace and focus of their learning. However, research indicates that intrinsic motivation is sustained only when technology is integrated meaningfully into a human-centered framework. Instructors play a decisive role in framing AI as a partner rather than a judge. When learners perceive AI as an empowering tool, one that supports creativity and self-expression, they are more likely to engage actively. Conversely, if AI is introduced as a replacement for teacher interaction, motivation often declines. The human connection, empathy, and humor that teachers bring remain irreplaceable drivers of engagement and learning persistence.

The integration of AI raises complex ethical and institutional questions. Issues of data privacy, authorship, and academic integrity are at the forefront. As LLMs become capable of generating full essays and analyses, teachers must find ways to assess authentic learner performance. This requires not only new assessment formats but also open dialogue about honesty, authorship, and collaboration. Furthermore, AI systems can reproduce linguistic and cultural biases present in their training data. Teachers must remain vigilant to ensure that classroom AI use promotes diversity, inclusion, and critical awareness. Professional development programs and institutional policies should therefore prioritize ethical competence alongside digital skills. Educational institutions often lag behind technological innovation. Many teachers report feeling underprepared to use AI effectively, lacking both technical training and conceptual understanding. Therefore, there is an urgent need for continuous professional learning, peer mentoring, and collaborative spaces where educators can exchange experiences and build collective AI literacy.

AI is not replacing teachers; it is redefining their professional purpose. The success of AI in language education depends on how teachers orchestrate the interaction between human creativity and machine intelligence. The teacher's task is to humanize technology: to frame its use within pedagogical, cultural, and ethical contexts that sustain meaningful communication. Looking ahead, the professional development of language teachers must include AI literacy, ethical awareness, and the ability to design hybrid learning models. Teacher education programs should help future educators navigate uncertainty and use AI not as a shortcut but as a catalyst for deeper learning and reflection. In this new educational reality, the teacher becomes both a technologist and a humanist, someone who bridges the efficiency of algorithms with the empathy, intuition, and values that only a person can provide. The human element remains the essence of education, not despite AI, but precisely because of it. By reimagining their role, teachers ensure that artificial intelligence contributes not to the mechanization but to the enrichment of learning.

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**ФОРМУВАННЯ КУЛЬТУРИ СІМЕЙНИХ СТОСУНКІВ У ДОБУ ЦИФРОВОЇ
ТРАНСФОРМАЦІЇ: ЮРИДИЧНІ ГАРАНТІЇ ТА ПСИХОЛОГО-ПЕДАГОГІЧНІ ОРІЄНТИРИ**

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**FORMATION OF A CULTURE OF FAMILY RELATIONSHIPS IN THE AGE
OF DIGITAL TRANSFORMATION: LEGAL GUARANTEES AND PSYCHOLOGICAL
AND PEDAGOGICAL GUIDELINES**

У сучасних умовах цифрової трансформації та глибоких суспільних змін спостерігається переосмислення базових соціальних цінностей, серед яких